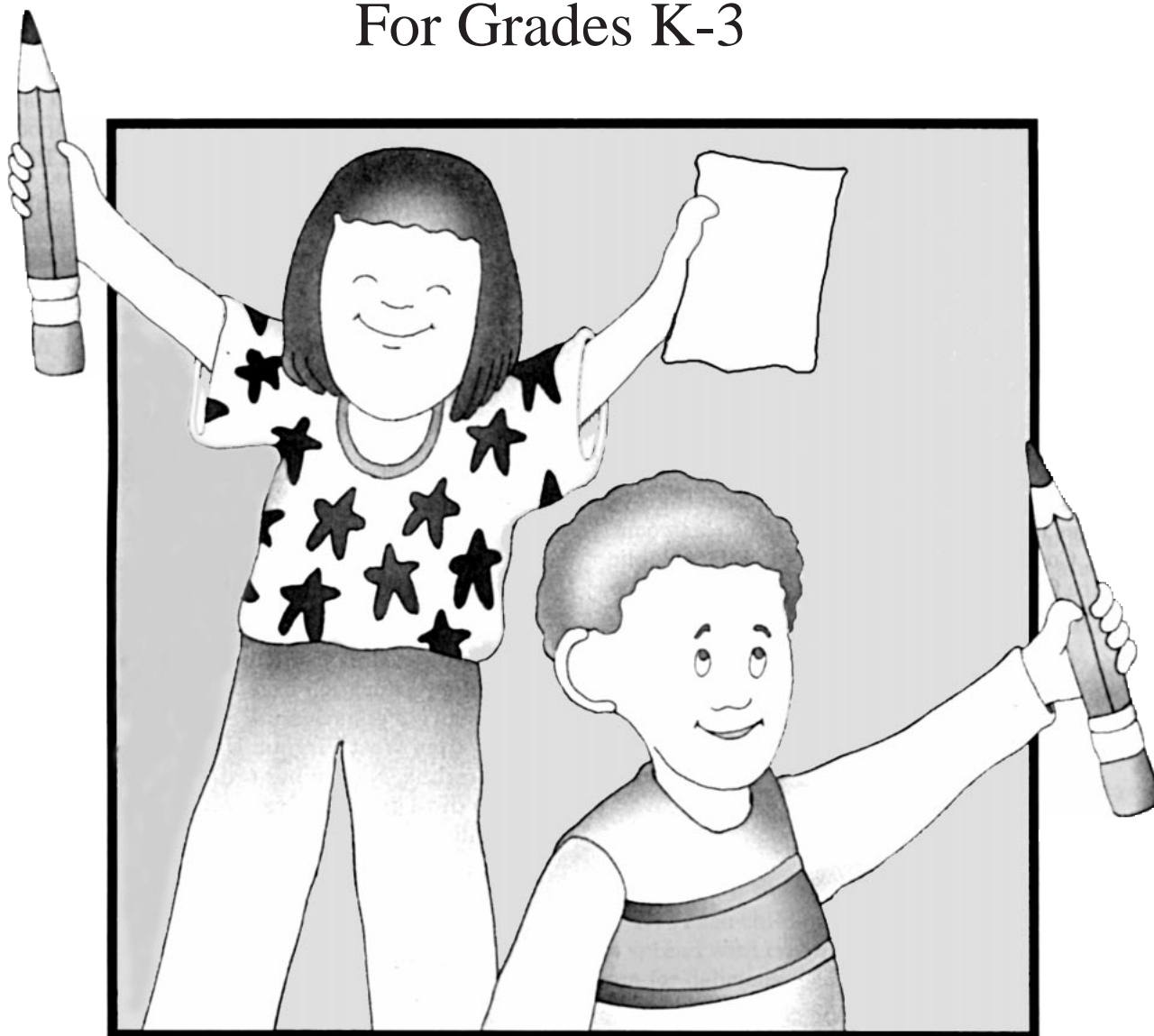




# Traffic Safety Teacher's Guide

For Grades K-3



**CALIFORNIA STATE AUTOMOBILE ASSOCIATION**





# Forward to Grades K-3 Booklet

The *Traffic Safety Teacher's Guide for Grades K-3* has been developed to help you build your students' understanding of their traffic environment. This guide emphasizes specific skills children need to help them deal with real-life traffic situations.

**As you implement safety education activities throughout the school year, consider the following. Do you:**

- Encourage students to practice learned traffic behaviors outside the classroom?
- Integrate safety concepts into other areas of the classroom curricula?
- Encourage families to participate in the activities?
- Ask families to reinforce basic or appropriate traffic skills with their children?
- Share traffic safety information through newsletters and family education meetings?
- Demonstrate responsible pedestrian, driver, and passenger behavior *yourself*?

This teacher's guide contains activity pages that may be reproduced for each student. Although permission to copy the entire booklet is not authorized, you are encouraged to photocopy or reproduce the activity pages for student use, either in the classroom or at home. Contact your local AAA Club Traffic Safety/Public Affairs office for availability of supplementary materials described in this booklet.

The Traffic Safety Department phone number for Northern California, Nevada, and Utah is (415) 565-2305.

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# Help Your Safety Patrol

by Dr. Louise Davis

September

## Student Objectives

- Know the safety patrol's job
- Know the pedestrian's responsibilities
- List ways to help the safety patrol
- Identify safe and unsafe crossing procedures

## Did You Know . . .

Some 30,000 child pedestrians under the age of 15 lose their lives or suffer injuries (some permanently disabling) each year in the United States. In fact, one in three pedestrian casualties is a child under the age of 15. Many of these tragedies could be prevented by traffic safety training during the formative years.

## Neighborhood Map

In this cooperative effort, students will work together to draw a large map of the neighborhood and school. (The map should be big enough to hold milk-carton vehicles, a school and houses made of boxes, etc., if you wish to make it three-dimensional.) Next, everyone finds the street where they live. They can draw their houses and write their street numbers and names on the houses. Bus riders may trace the streets their buses travel.

## Vehicles for the Map

Continue the neighborhood map activity by making items to go on the map. Children can make cars and buses by gluing a small milk carton to the end of a larger milk carton. Then they cover their vehicles with construction paper and draw windows with people inside. The wheels are made from two empty thread spools with a pipe cleaner axle glued to the bottom of the vehicle, front and back. Pictures of people, cut from magazines, can be glued to Popsicle sticks and mounted on a small piece of clay to stand on the map.

## Classroom Visitor

Invite the crossing guard to come to class in uniform to discuss safety rules with your students. Then the children can make some safety rules. Afterwards, involve the students in role-playing safety procedures. Help the class write letters or draw "thank-you" pictures to send to your visitor. Ask what other types of helpers your community has to assist you. To

### Vocabulary Words:

crosswalk, traffic, safety patrol, stop, pedestrian, safety

## Poster Power

In a group time, discuss this month's poster with the children. You might ask: What does the picture represent? Why do you need a safety patrol? What are some ways you can help your safety patrol? List some crosswalk safety rules. Children can dictate some rules to be written on chart paper and displayed. Contact your local AAA's Traffic Safety Department for a current set of posters.



1994-1995  
poster selection

extend the activity, children can fold blank paper in half twice to make four squares and then draw a community helper in each square.

## Safety Patrol, May I?

This game is modeled after *Mother May I?* One child is the patrol, others are walkers. Each walker must say, "Safety patrol, safety patrol, may I cross the street?" The patrol asks, "What will you do before you cross the street?" The walker then responds by naming an appropriate safe behavior. The patrol answers with, "You may take two giant steps," or "You may take two tiny steps." The first walker to reach the patrol changes places, and the game begins again.

## Paper-Bag Safety Puppets

Help children create hand puppets from small paper bags on which they draw or color faces. Strips of yarn or colored paper can be used for hair, eyebrows, etc. When everyone has finished, they can take turns role-playing safety scenarios.

## Edible Stop Signs

Give each child one or two octagonal crackers to spread with cream cheese. Top with strawberry jam for delicious, edible stop signs. Be sure to include some stop-sign discussion before your students eat their signs.

## Student Activity Page

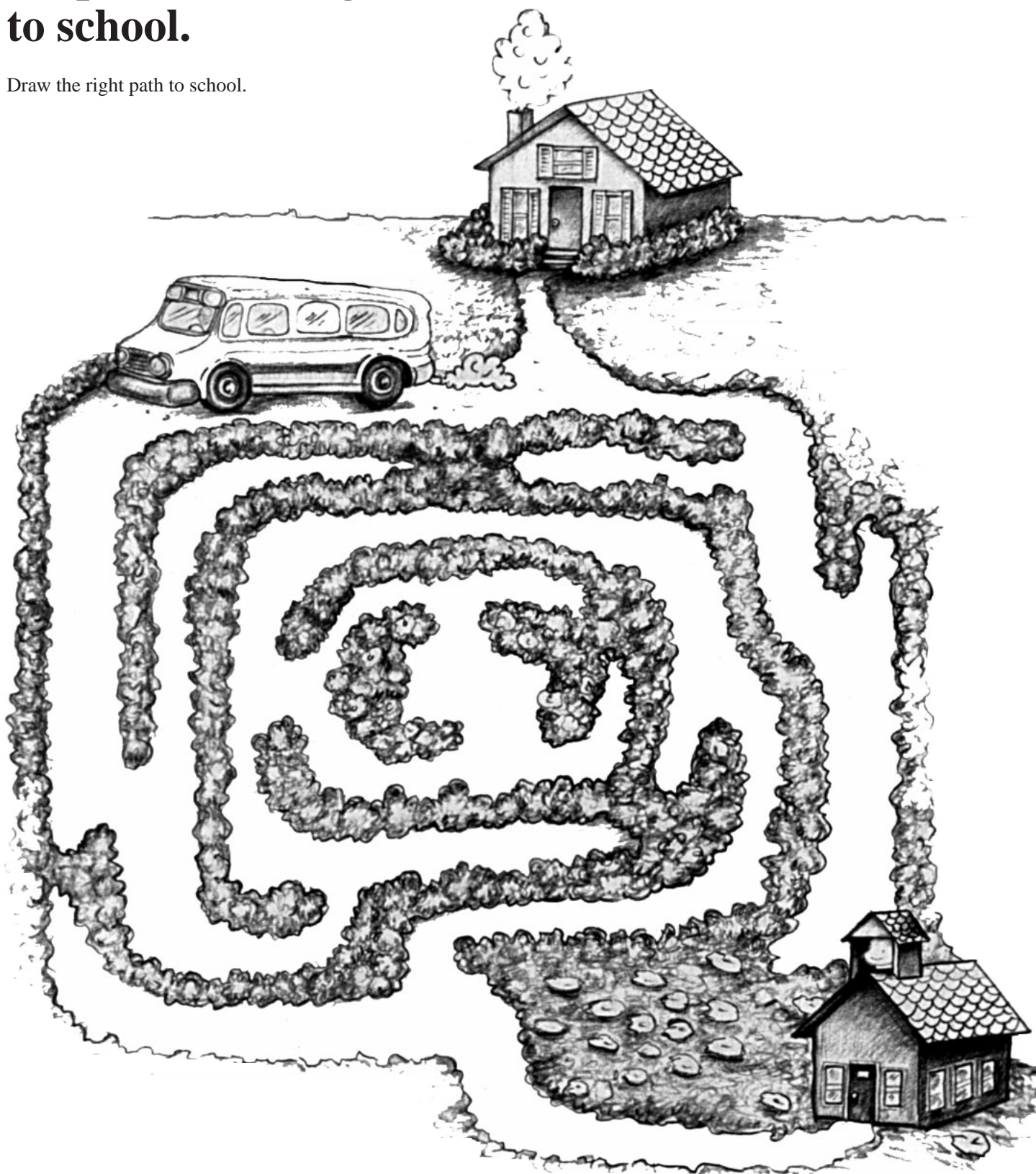
Ask children to draw stop signs, school buses, crosswalks, cars, trains, etc., on the maze.





# Help Brett's bus get to school.

Draw the right path to school.



# Walk Facing Traffic

by Dr. Louise Davis

October

## Student Objectives

- Know the safe way to walk on a roadway where there are no sidewalks
- Identify and understand the difference between right and left

## Did You Know . . .

National data reveal that 30,000 pedestrians were struck by motor vehicles on rural roads in 1992. Children need to learn how to walk safely along roads where there are no sidewalks: **on the left, facing traffic, and as far away from the roadway surface as possible.**

## Walkabout

Before this activity, you might like to do a unit on Australia. Explain that the Aborigines, the native people of Australia, go on long hikes called *walkabouts*.

*Take your class on a short walkabout;* discuss and role-play the safe way to walk along roads where there are no sidewalks. Explain that pedestrians should walk on the left, facing traffic, so they can have a clear view of oncoming traffic and get farther out of the way if they need to.

## Practice Makes Perfect

After the *walkabout*, set up props in the classroom and have the children dramatize the safe way to walk facing traffic.

A strip of carpet makes an excellent “road.” (Or tape off a “road” with masking tape. Or make a *yellow brick road*—with a permanent black marker, sketch bricks on a gold or yellow carpet remnant.)

Some children can be pedestrians while others are “cars.” Props, which can be as simple or elaborate as you like, can be used to practice safe walking behaviors.

## Safe or Unsafe?

Ask students to bring in old magazines, cut out pictures of people walking in traffic, tell whether the people in their pictures are walking safely or unsafely, and explain why. Mix up the pictures. Invite children to take someone else’s picture from the box and tell about it.

### Vocabulary Words:

right, left, sidewalks, reflective, imprint, rubbing

## Poster Power

Display this month’s poster and ask: What does the poster mean? Why do the girl and boy have their backs to us? Why do we walk facing cars and trucks? Which side of the road are the children on? How do you walk in your neighborhood? Contact your local AAA’s Traffic Safety Department for a current set of posters.



1994-1995  
poster selection

To extend the activity, children can compare the behaviors shown in the pictures or write stories about them, individually or as a class. Afterwards, let them take turns pinning the pictures on the bulletin board under *safe* and *unsafe* headings.

## Sponge People

Cut “people” out of sponges, using cookie cutters, paper dolls, or other shapes as guides. Then ask students to draw a traffic scene and use their sponge people to sponge-paint pedestrians walking the *correct* way.

## Safe Faces

*Materials: vegetable shortening, cornstarch and food coloring.*

Discuss Halloween safety tips. (Contact your local AAA club for Halloween Safety Tips Cards.) Remind children to walk on the left, facing traffic, when there are no sidewalks. They should walk as far away from the road surface as they can when there’s no sidewalk.

Suggest not wearing masks, which can obscure vision. Instead, show how to paint masks on. Help them stir up their own makeup: Mix about a tablespoon of cornstarch and a tablespoon of shortening to make a thick paste, then color with food coloring. Apply with cotton swabs. (This mixture washes off with soap and water.)

## Student Activity Page

Students fill in the blanks, making as many words as they can from the words **Walk on the Left, Facing Traffic.**



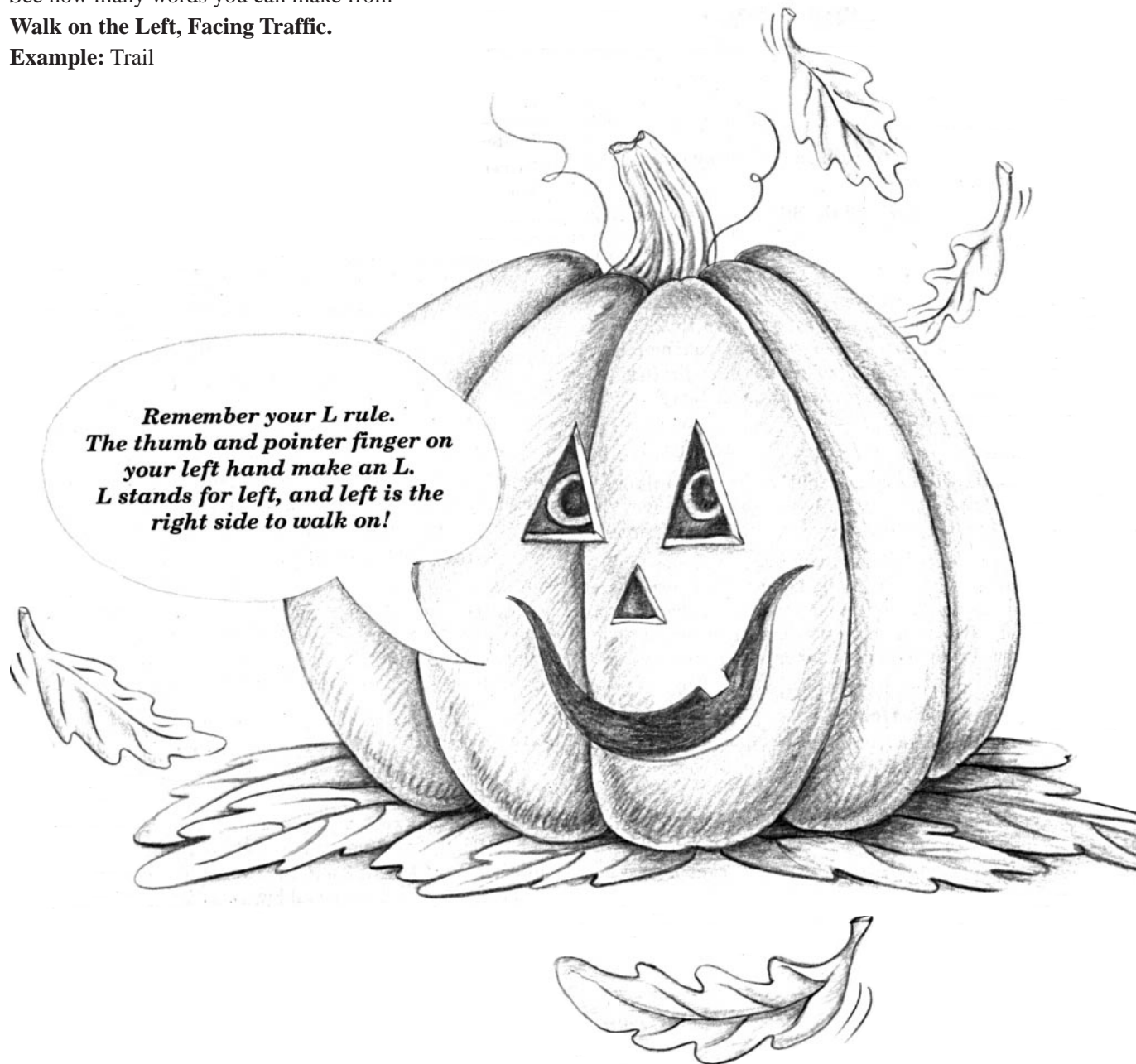
# Halloween Magic

You can make new words from old ones!

See how many words you can make from

**Walk on the Left, Facing Traffic.**

**Example:** Trail



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# Buckle Your Safety Belt

by Joyce Hall Conklin

November

## Student Objectives

- Know the importance of using safety belts
- Identify different types of safety restraints
- Demonstrate correct use of safety belts

## Did You Know . . .

The average American makes more than 60,000 motor vehicle trips in his or her lifetime. That number is sure to increase in the future, so safety is an important consideration. One of the best ways to improve trip safety today is buckling up. Safety belt use reduces the risk of fatal or serious injury by 50 percent.

## Buckle Up and Take a Trip

Students sit in a circle. The first child says, "I buckled my safety belt and went to Alaska." (The destination begins with an A.) The next child says the same thing, but substitutes a destination beginning with B. Continue this way through the alphabet. Hint: students can look at various maps to find places that begin with each letter of the alphabet. For younger students, hold up each letter and help each child with a place that begins with his or her letter.

## Stand-ins

When studying parts of speech, introduce or review pronouns in the slogans *Buckle Your Safety Belt*, *Together It Can Save Your Life*, and any slogans the students have written. Ask: What do the pronouns "it" and "your" stand for? What nouns or proper nouns can replace these pronouns?

## The Question Connection

Students start this activity by quizzing 10 people and recording how often (always, sometimes or never) they buckle their safety belts when riding in a vehicle. Next, they chart the answers using a visual representation such as a pictograph or bar graph. Then they will summarize their results with statements such as: 7/10 of those interviewed *always* buckled their safety belts, 2/10 *sometimes* buckled up, and 1/10 *never* buckled up. Older students can put everyone's results together in a class bar graph. They may be able to predict the results of interviewing 100 people. What do they think the results might be?

### Vocabulary Words:

pronoun, noun, synonym, antonym, destination

## Poster Power

Display the November poster. Ask students: What is the child in the poster doing? What message is he trying to give? To whom is he trying to give the message? In cooperative groups, students discuss the meaning of the slogan *Together It Can Save Your Life*. Ask each group to write another buckle-up slogan. Contact your local AAA's Traffic Safety Department for a current set of posters.



1994-1995 poster selection

## Just Between You and Me

Students pair with a partner and practice what they would say if a good friend riding with them wouldn't buckle up.

## Designer Belts

Students draw a child like the one in the poster and decorate their properly buckled safety belts with markers, crayons, glitter, etc.

## Sing It

Put the following song on chart paper for children to sing to the tune of Frère Jacques:

Buckle your belt,  
Buckle your belt,  
Over your hips,  
Over your hips.  
It will keep you safe, you know,  
It may save your life, you know.  
Buckle your belt,  
Buckle your belt.

Children can write their own buckle-up lyrics to this or another tune.

## Similar or Opposite

Have children list synonyms and antonyms for these words: buckle, together, always, right, safe.

### Example:

Word	Synonym	Antonym
snug	tight	loose

## Student Activity Page

**Crossword Puzzle Answers:** 1. *shoulder*, 2. *good*, 3. *every*, 4. *triangle*, 5. *hips*, 6. *buckle*, 7. *apart*.





# Get It Together

- Fill in the blanks in each sentence.
  - Then put each word from the sentence in the puzzle row that has the same number.
1. Lap and \_\_\_ o \_\_\_ belt.
  2. It is \_\_\_ d to buckle up your safety belt.
  3. Buckle your seat belt \_\_\_ y time you ride in a car or truck.
  4. The shape that your lap belt, shoulder belt, and car door make is a \_\_\_ g \_\_\_.
  5. You should wear your lap belt low over your \_\_\_ s.
  6. \_\_\_ up!
  7. Opposite of together: a \_\_\_.



# Be Extra Alert In Bad Weather

by Joyce Hall Conklin

December

## Student Objectives

- Know safe pedestrian behaviors for bad weather
- Understand and compare different types of bad weather and where they are most prevalent in the U.S.

## Did You Know . . .

Children need to be prepared for bad-weather hazards, particularly in winter. Rain, snow and ice reduce traction and visibility, creating risks for drivers and pedestrians.

## Great Protectors

Ask students to bring in clothing that protects their bodies in bad weather: slickers, boots, umbrellas, hats, etc. Brainstorm ways their body parts protect them in bad weather: eyes to look closely, ears to listen carefully. Partners or groups can discuss how some clothing may help or hamper alertness. For example, an umbrella pulled down over the eyes (or a big hood or hat) might keep you from seeing clearly, but boots keep you surefooted so you don't slip. Children use their imaginations for more examples and act out how to be extra alert.

## Weather Watch

Students watch the weather report every evening for a week, recording the type of bad weather that occurs in your region, state, or the U.S. (it's up to you). At the end of the week, graph the results and ask students to write summaries. Discuss what people might be wearing. Talk about the risks in traffic. Locate areas described on a map. You might include discussion of a map key and directions on a map.

## The Write Information

Have your students write to the Office of National Weather Service, Silver Spring, MD 20910, to ask for information on preparing for a specific type of bad weather. They might also write to a local TV station's meteorologists for information on meteorology.

## Graffiti People

With a pencil, trace around students to make life-size butcher-paper figures. Cut out. Children color or cut out construction-paper features, clothing, and bad-weather gear to go

## Poster Power

Display the December poster and ask: What does it mean to be alert? Why should we be extra alert in bad weather? Contact your local AAA's Traffic Safety Department for a current set of posters.



1994-1995  
poster selection

on the figures. Emphasize that light, bright-colored raincoats, etc., show up best. Place the figures on a wall and brainstorm ways to stay safe in bad weather. Students write ideas directly on the figures, using bright crayons and adding more ideas as they think of them.

What season of the year do we usually need to be extra alert?

## Traction Experiment

Perform the following experiment to illustrate traction. Pull a piece of string across an ice cube—the string moves easily. Then sprinkle salt on another ice cube and place the string on it for a few minutes. When the string is pulled, it should briefly cling to the ice cube. Relate this experiment to salting or sanding roadways for traction during icy weather. An icy road is similar to a giant ice cube. Salt or sand helps vehicle tires cling to the road so they don't slide or skid.

## Tread Carefully

Visit the parking lot and look at vehicle tires. Do they have smooth or rough surfaces? Point out that on any vehicle, only four small patches of tire touch the surface. That is why it's so easy to lose control of a vehicle on wet, icy or gravelly roads. Compare shoes to tires and ask volunteers to describe what can happen when tires or shoes try to move on a slippery surface.

## Student Activity Page

Students unscramble the letters under each picture to spell a weather word, then draw a circle around the bad-weather words. Remind children that although snow is wonderful to play in, it creates hazards for drivers and pedestrians.

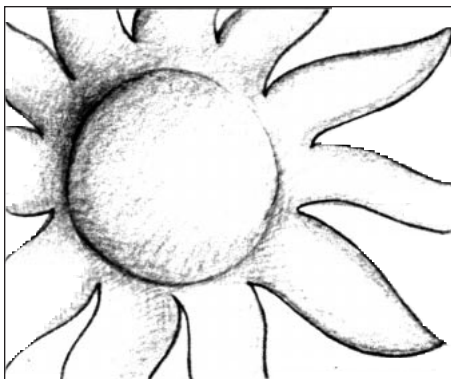
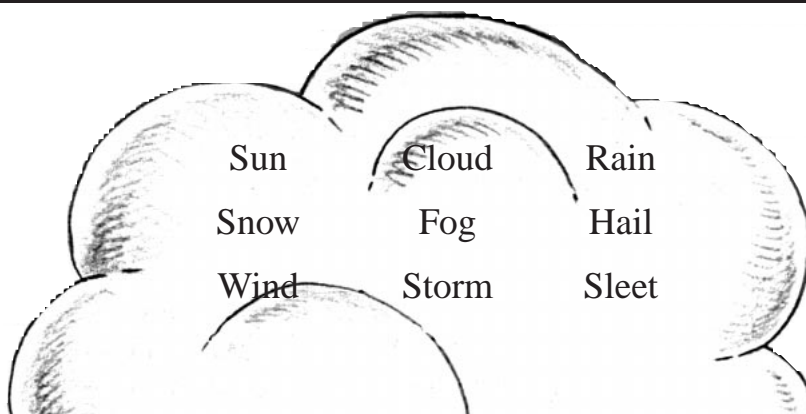
## Vocabulary Words:

cloud, snow, weather, protect, alert, extra

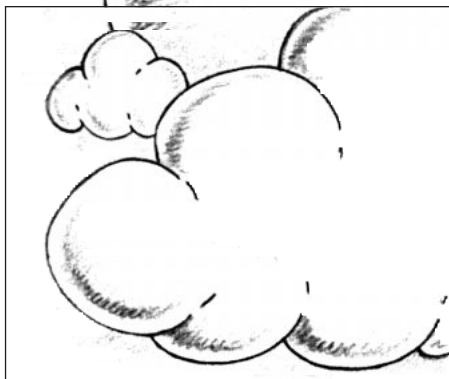


# Crazy Mixed-Up Weather

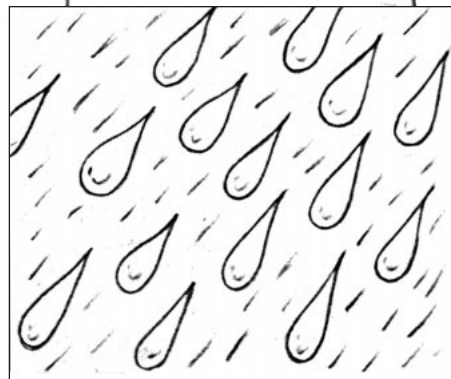
- The letters in each picture are mixed up.
- Put the letters in the right order.
- The letters will spell a weather word.
- Draw a circle around the pictures that mean bad weather.



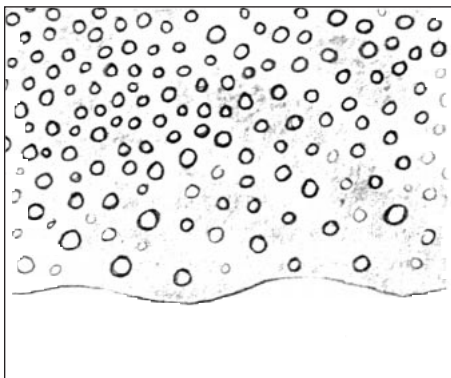
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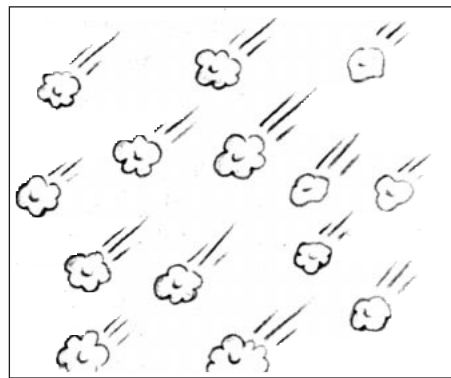
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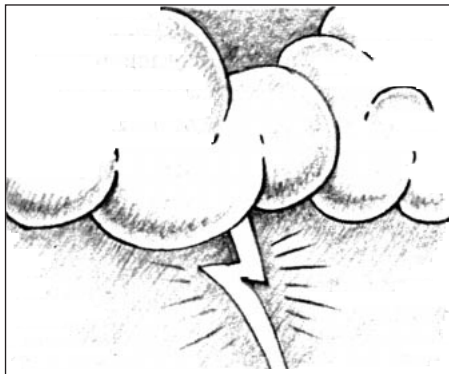
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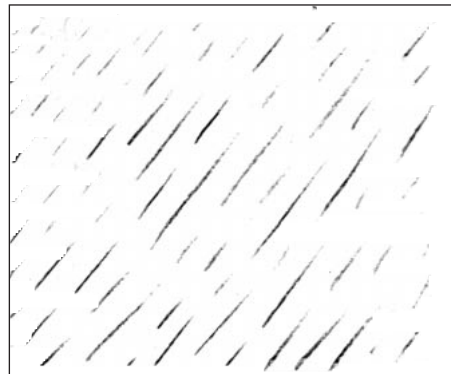
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# Be Seen After Dark

by Esther Moore Howard

January

## Student Objectives

- Identify conditions under which visibility is impaired
- Identify safe and unsafe behaviors for low-visibility conditions

## Did You Know . . .

Children often think that if they can see a vehicle, the driver of the vehicle can see them. Although young children should not be out on their own after dark, they may be traveling with family members or other adults. In either case, they should know that visibility is crucial to safety.

## Simulation

Request that students bring sunglasses to school. Introduce the term *simulation* and explain the following activity as a simulation. Put retro-reflective tape on some students. Ask the children to put on the sunglasses. Turn off the lights and make the classroom as dark as possible to simulate nighttime. Give some students flashlights, asking them to shine them onto the retro-reflective tape. Now ask students to identify who can be seen the easiest.

Move the students into two groups: *easy to see* and *difficult to see*. Work with the children to formulate a rule such as: You need to wear retro-reflective tape or light-colored clothing and carry a flashlight to be seen at night.

Discuss the value of retro-reflective materials. Ask: Why do you need to wear retro-reflective tape at night? Where on your body should you place retro-reflective tape? If you don't have any retro-reflective tape, what color clothing should you wear?

## Make a Collage

Provide each child with a piece of black construction paper on which to glue construction paper scraps to form a collage of a child crossing the street at night. As the children work, discuss which colors of clothing can be seen in the dark. Review the use of retro-reflective tape.

## Problem Solving

Display the following items: a book, notebook paper, a rope, a dark-colored shirt, a light-colored piece of cloth, a piece of retro-reflective tape, a plastic bag, etc. Ask the chil-

## Poster Power

Display the January poster. Introduce the month's slogan and ask the following questions: What is the girl doing? What is the girl doing to see and be seen? Why is the message on the poster important? What are some situations when a motorist would not be able to see you well? What can you do to be sure the motorist can see you in each of the situations you named? Contact your local AAA's Traffic Safety 1994-1995 poster Department for a current set of posters.



1994-1995 poster selection

dren to pretend they have to unexpectedly cross the street at night. No one has on bright-colored clothing or retro-reflective tape, nor do they have a flashlight. Allow the children to demonstrate how they could safely cross the street, using any of the items on display in addition to other items they can find in the classroom. Discuss each demonstration and how this scenario could really happen. Remind children that when they cross a street, they should stop and look in all directions, select a safe gap in traffic, and keep on looking as they cross.

## The Jolly Postman

Read *The Jolly Postman*, by Janet and Allan Ahlberg. Discuss what the postman did to be seen as he returned home late in the evening. Make a list of additional safety precautions he should take if he must work in foggy weather, late afternoon or at night.

## Family Involvement

Give the following assignment as a take-home activity to be completed with the assistance of someone at home: Find one or more pictures of pedestrians from a magazine, newspaper, cereal box, etc. Discuss with a family member the safety rules that are being obeyed or ignored in the picture. Bring the picture to school to share with the class. Group everyone's pictures into two groups: pictures that display safe behavior and pictures that do not display safe behavior.

## Student Activity Page

Students color each puzzle piece, arrange puzzle pieces to form the poster picture, and glue the puzzle pieces to a piece of construction paper.

## Vocabulary Words:

camouflage, retro-reflective, shadow, fluorescent, reflector, dusk, simulation



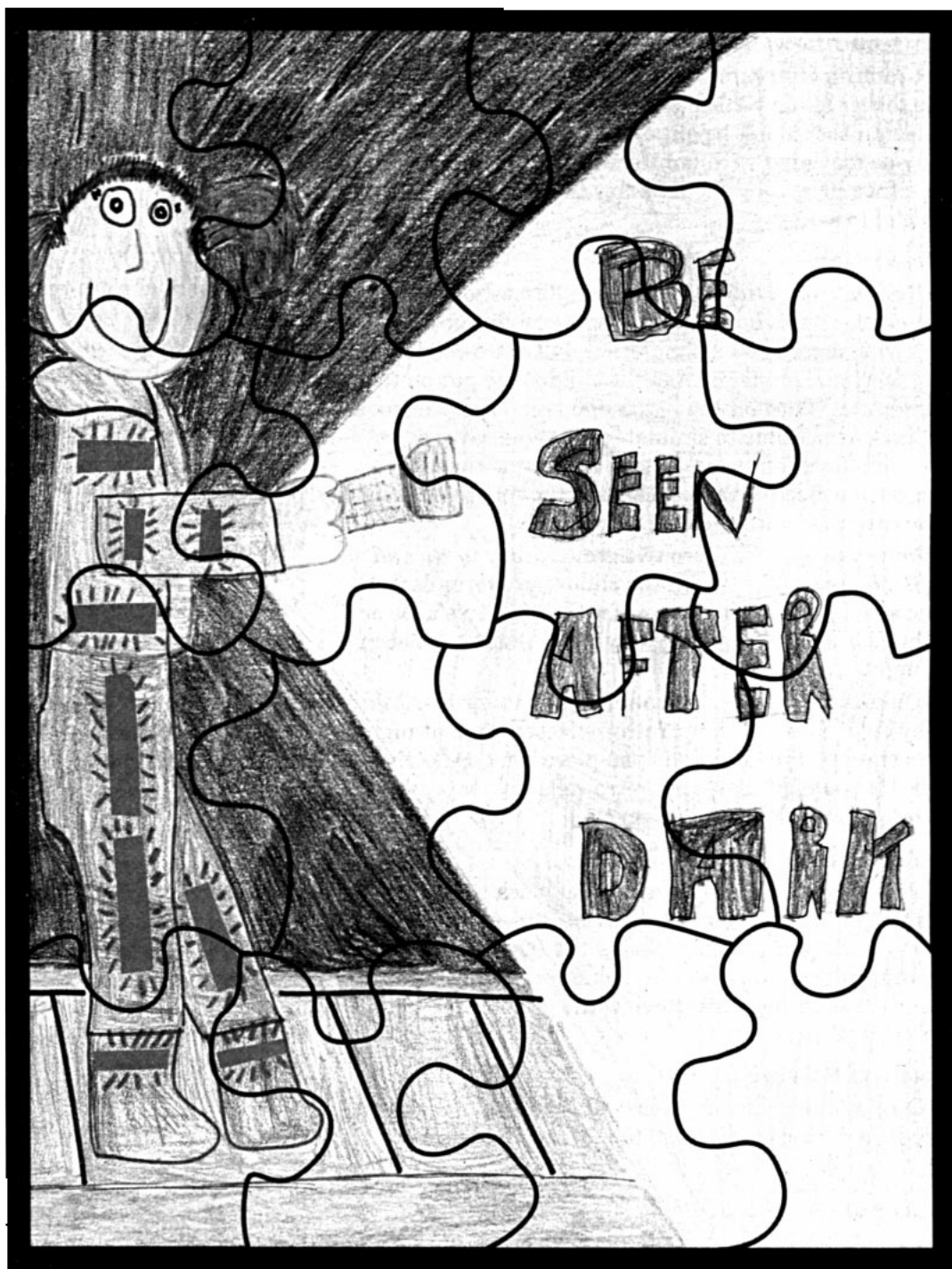


## Solve It!

Color each piece of the puzzle.

Arrange the pieces to solve the puzzle.

Glue the completed picture on a piece of construction paper.



# Cross Carefully At Corners

by Esther Moore Howard

February

## Student Objectives

- Know safe and unsafe behaviors for street corners
- Identify traffic signs and signals, and their meanings
- Understand the reasons for obeying safety rules and traffic signs, signals and symbols

## Did you know...

Reading and interpreting traffic signs and signals is similar to learning a new language. Children learn how to use traffic aids through imitation and direct instruction.

## The Sign Says

Show pictures of various symbols students will recognize: the golden arches, Ghostbusters, poison, stop sign, Pizza Hut, etc. Discuss other symbols they see and recognize every day. If there is time, take a walk around the school building and grounds to locate various signs and symbols.

Discuss why we have and need symbols. Use the traffic signs made from the student activity page to introduce the basic traffic signs. Specifically discuss traffic signs at street corners. Dramatize, with the students' help, the appropriate action warranted by different traffic signs.

## Traffic-Town Murals

You'll need a set of traffic signs from the activity page for this project. Use a large sheet of bulletin board paper for each group of four or five children. Before the children begin, draw the outlines of streets, corners and intersections on the murals. Next, allow the children to complete their murals by drawing and coloring some houses, stores, people, trees, and various landscaping.

Later, you will use one of these murals as a representation of a street corner. Place the mural on a flat surface. Use small toy cars, the traffic signs from the activity page, and pipe-cleaner or ice-cream-stick figures of people to demonstrate the safest ways to cross at corners.

Allow the children to move the cars, signs, and figures to simulate other safety habits. (Make sure very young children are not encouraged to cross busy intersections on their own without an adult.)

## Vocabulary Words:

corner, crossing, symbol, intersection, markings, carefully

## Poster Power

Display the February poster. Ask: What is the name of the area where the boy is standing? Why is it so important to cross carefully at corners? What do you need to remember about crossing the street at the corner when a motorist would not be able to see you well? What can you do to be sure the motorist can see you in each of the situations you named? Contact your local AAA's Traffic Safety Department for a current set of posters.



1994-1995  
poster selection

## Traffic Sign Concentration

You will need the traffic sign pieces from the Student Activity Page to play this game. Place all traffic sign pieces face down on a flat surface. Students take turns turning over two cards at a time. If the cards match, the student gets to keep those two. If not, the student turns the cards back over, face down on the table. Then it is the next student's turn.

Repeat until all cards are taken. The winner is the student with the most cards. (This game works best with two students playing at a time, especially with younger children.)

## Family Involvement

This assignment is a take-home activity to be completed with the help of someone at home. Ask your students to play Traffic Sign Concentration with at least one person at home and discuss the meaning of each traffic sign. Make a list or draw pictures of symbols in your home. Talk to a family member about what the symbols mean.

## Student Activity Page

Reproduce two copies of the Student Activity Page for each student. The children should color both sets of traffic signs, glue them to construction paper of one color, and cut out both sets along the dotted lines.

When the glue is completely dry, they can put a set of traffic signs in a plastic bag for future use. Have them glue the other set of signs to popsicle sticks, which can be inserted into a small paper cup or a mound of clay so the sign will stand up and can be moved around.



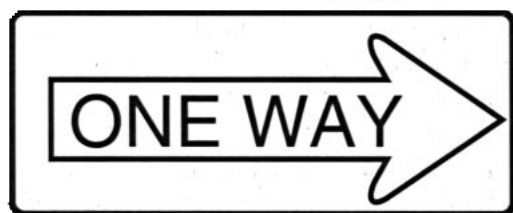
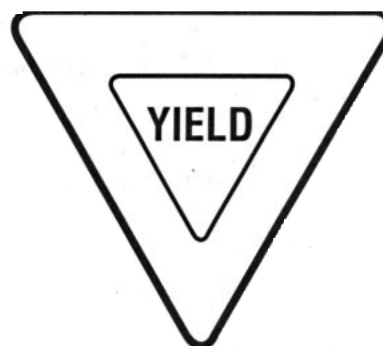
# Traffic Sign and Signal Cutups

Color the traffic signs and signals.

Glue them to construction paper.

Let the glue dry.

Cut along the dotted lines.





# Curb The Urge To Dash Across

by Esther Moore Howard

March

## Student Objectives

- Identify safe and unsafe street-crossing behaviors
- Identify the reasons for obeying safety rules for crossing the street
- Improve thinking and decision-making skills

## Did You Know . . .

Every day, people encounter situations that require risk-taking decisions. Though young children learn at a very early age not to play with matches or touch the stove, they may not be aware of the inherent risks in a traffic situation. It is important to help children understand the risks involved in running into or across streets, especially from between parked vehicles.

## Thinking Power

Ask your students to guess the meaning of *thinking power*. After several guesses, explain that children are using their thinking power when they stop and think about making a *good* decision.

We all have thinking power, but sometimes we don't use it—sometimes we forget to use it, and sometimes we don't know why we need to use it. Ask students for examples of when they have used—or should have used—thinking power.

Ask when they use their thinking power in school. Explain that making the right decisions about dashing into the street requires thinking power.

## Recognize Thinking Power

On a large poster board, draw an outline of a head, including the shape of the brain. Label the poster: ***I Used My Thinking Power!*** Explain to your students that, throughout the day, you will observe them to make sure they are using their power. Let them know they'll be allowed to sign the poster when you see them using their thinking power.

## Thinking Power Name Tags

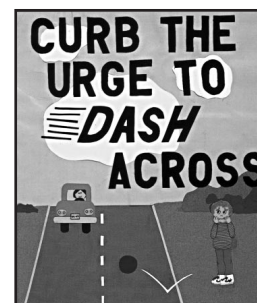
For each student, make a name tag that says: ***I Use My Thinking Power.*** Put the name tags on the children throughout the day as they demonstrate they are using their thinking power.

## Vocabulary Words:

urge, dash, risk, danger, avoid, decision

## Poster Power

Display the March poster. Ask: What is the boy in this picture doing? What safety behaviors should he be practicing? Why do you think the ball is in the street? What would you say to the boy? What could happen if he dashed into the street? What should the driver do to be as safe as possible? Contact your local AAA's Traffic Safety Department for a current set of posters.



1994-1995  
poster selection

## The Show Must Go On

Divide students into small groups of four or five and ask each group to think of a situation where they might have the urge to dash across. Guide each group to create an impromptu skit that has two endings: one dramatizing what could happen if the urge to dash isn't curbed, and the other showing what happens when the urge is curbed.

Allow each group to perform for the class. If the activity is successful, consider performing for another class or videotaping it.

Following the skits, guide the children in a discussion of what must happen to curb the urge. Reiterate the importance of *thinking power*.

## Family Involvement

Give the following assignment as a take-home activity to be completed with the help of someone at home: Explain thinking power to at least one person at home. Observe your family members using thinking power at home and report back to the class about it tomorrow.

## Student Activity Page

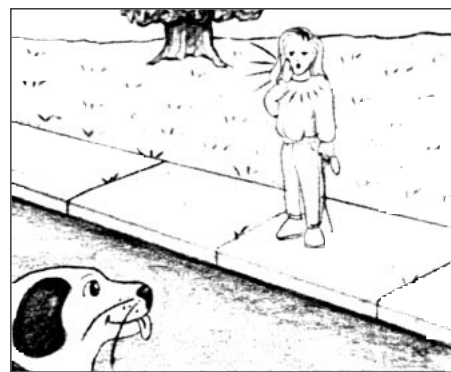
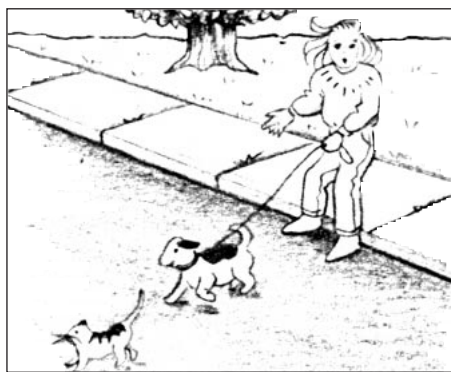
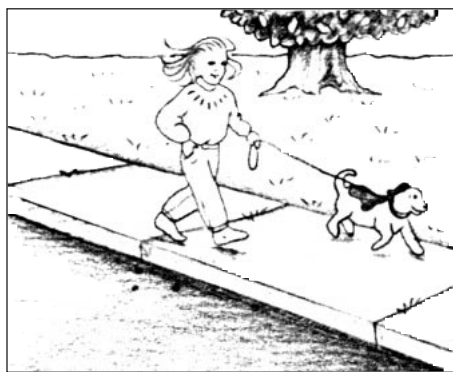
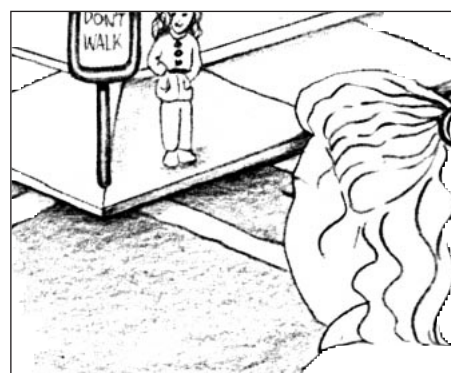
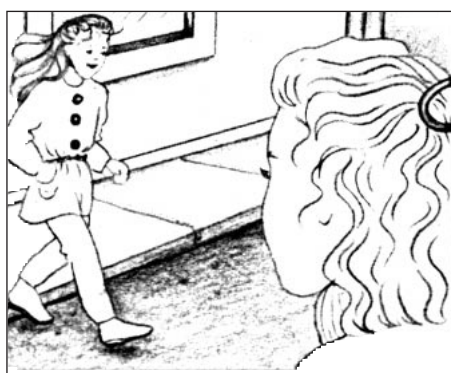
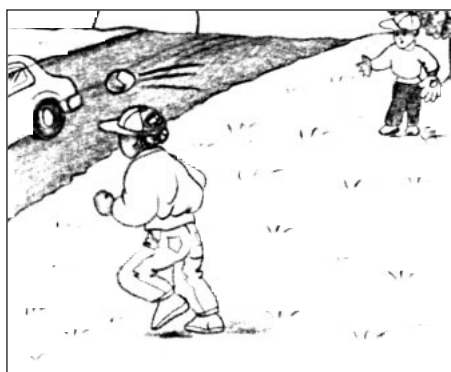
Have students color and cut out the pictures in each row to make three small picture books, make construction paper covers and write ***Curb the Urge to Dash Across*** on the cover of each book. Then they can staple the pictures together. Each row makes one book. Encourage the children to "read" the books, making up and telling the story, to a friend at school or someone at home.





# Your Own Little Story Books

- Color and cut out the pictures to make three books.
- Your teacher will give you paper to make covers.
- Write **Curb the Urge to Dash Across** on each cover.
- Make up a story to go with the pictures.
- Staple your books together.
- Share your books with friends at school or at home.



# Look All Ways Before Crossing

by Marianne Camas

April

## Student Objectives:

- Know safe practices for crossing at controlled intersections and other streets
- Identify the differences between crossing at a controlled and uncontrolled intersection

## Did You Know . . .

Most young children are struck by motor vehicles because they are unaware of the traffic around them. This is illustrated by the high incidence of children who are struck when they run or ride into the path of a vehicle, or are hit as a car backs out of a driveway or parking space. It is critical that children learn to look all ways before and while they are crossing.

## Safety First!

Cut out 2" squares from construction paper to use in scoring the game. You'll need 12 red and 12 green squares. Then, on cards or the board, write the following:

- Janie crosses the street without looking to the left.
- Sam runs into the street to get his ball.
- Before crossing the street, Mandy looks to the left, to the right, and to the left one more time. She continues to look all ways as she crosses.
- Artie stands on the sidewalk to wait for the traffic signal to turn green.
- Sally crosses the street when the light is red because she doesn't see any cars coming.
- Jack stands in the street just a little way from the curb and waits for the light to turn green.

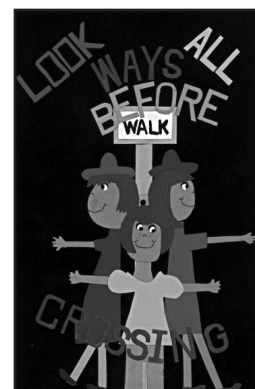
Divide the class into two teams and read each statement aloud. Members of each team take turns telling if the actions you read are safe or unsafe. For each correct answer, give the team a green square. Each incorrect answer is worth a red square. The team with the most green squares at the end of the game is the winner. To extend the activity, children make up statements of their own and play another round.

## Going My Way?

To get your students started with this activity, draw a sketch map on the board. Then invite your students to draw a map of a route they frequently walk—to school, a park, or a friend's house. Be sure they include traffic signals and signs

## Poster Power

Display the April poster. Read the slogan aloud and have the children repeat it with you. Then ask: What is the girl in the poster doing? Where is she standing? When will it be safe for the girl to cross the street? Why did the person who drew this poster show the same girl looking three different ways? What do you see behind the girl who is looking to the left? Contact your local AAA's Traffic Safety Department for a current set of posters.



1994-1995  
poster selection

on their routes, and identify all places where they must cross the street. Ask students to share their completed maps with the class, describing the routes they take and the safety measures they use when crossing the street.

## The Write Words

In this activity, students compose an oral group story about crossing an uncontrolled intersection safely. To get the class started, ask everyone to look at the poster and give the girl a name.

Next, they can brainstorm ideas about why the girl is crossing the street. Write their responses on the chalkboard. Then ask what the girl should do before she crosses the street.

Discuss what to do about turning cars (look for them before you cross and continue watching as you cross). Explain that the girl in their story is crossing at an intersection where there is no traffic signal. Discuss how actions must be different when there is no traffic signal.

Ask the children to decide, as a group, which details they want to include in their story. Write the story on poster board or large paper. Students may draw pictures to illustrate the story.

## Student Activity Page

Discuss the concepts with your students. Then read the directions aloud. Younger children may need to complete the puzzle as a class activity.

**Answers:** 1. ways, walk; 2. red, right; 3. cross, curb.

## Vocabulary Words:

crossing, caution, controlled, signal, dash, path



# Safety Pairs

- Finish each clue with a word from the word bank.
- Write the words in the puzzles.

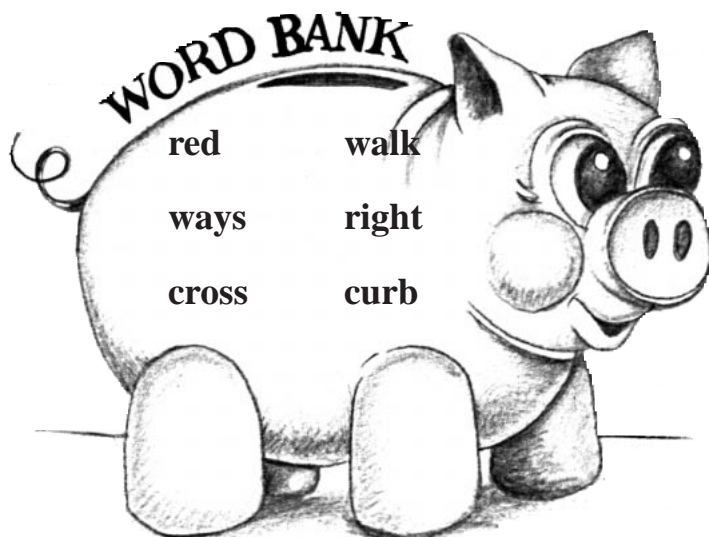
## Clues

### Across

1. Look all \_\_\_\_\_ before crossing.
2. Don't cross the street when the light is \_\_\_\_\_.
3. You can \_\_\_\_\_ the street when the light is green.

### Down

1. \_\_\_\_\_, don't run, when you cross the street.
2. Before you cross, look left, then \_\_\_\_\_.  
Then look left again. Keep on looking as you cross.
3. Wait at the \_\_\_\_\_ before you cross.



A C R O S S

D O W N			

2

A C R O S S

D O W N				

1

A C R O S S

D O W N					

3

Across: 1. ways, 2. red, 3. cross  
Down: 1. walk, 2. right, 3. curb

Answers

# Safe Bicycling

by Marianne Camas

May

## Student Objectives:

- Identify safe bicycling practices
- Practice safe bicycling techniques

## Did You Know . . .

Although some younger primary students may not be riding bicycles, it is still important for them to understand and use safe bicycling techniques. Many youngsters will soon be moving up to two-wheelers and need to be prepared for the responsibilities of safe bicycling. Many states have passed bicycle helmet laws which require children to wear helmets.

## Helmet Acrostic

Your students will be creating a helmet acrostic. First, write the word *helmet* on the chalkboard and spell it aloud with the children. Explain that they are to think of a sentence about bicycle safety that begins with one of the letters in *helmet*. Here is an example:

**H**eads need helmets.  
**E**very biker should wear a helmet.  
**L**ittle kids need helmets, too.  
**M**y helmet protects me.  
**E**ach time I ride, I wear it.  
**T**ell your friends to wear their helmets.

## Heads Up!

Bicyclists aren't the only people who need to wear helmets. Ask your students to make a list of sports that require helmets. Then ask them to bring in old magazines and cut out pictures of athletes wearing helmets. They can share their pictures with the class and explain why the athletes in their pictures are wearing helmets. Discuss workers who wear helmets—possibly family members.

## Egghead

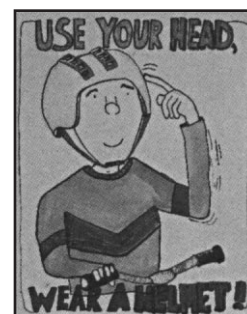
Demonstrate how a bike helmet protects the head. *You'll need a couple of eggs, a brick, a bike helmet and a sheet of plastic (to protect the floor from spills).* Lay the sheet of plastic on the floor and place the brick on it. Drop an egg on the brick to illustrate an unprotected head. Next, tape an egg into the bike helmet and drop it on the brick. (If a bike helmet is not available, drop an egg into packing material such as packing peanuts or foam.) The bike helmet (or packing material) cushions the egg against a fall or blow.

## Vocabulary Words:

bicycle, bike, helmet, brakes, handlebars, logo

## Poster Power

Display the poster for May. Read the slogan aloud. Your students should repeat it with you. Then ask: What is the child in the poster doing? Why do you think he is pointing to his head? Why do you think he is wearing a helmet? Why should you wear a helmet when you ride a bicycle? Contact your local AAA's Traffic Safety Department for a current set of posters.



1994-1995  
poster selection

## Helmet Entrepreneurs

Invite someone from a bike shop to your class to talk about what to look for in buying a bicycle and helmet, and discuss how bike helmets are tested. Ask one of your bike-riding students to furnish his or her bike and helmet for demonstration purposes.

Afterward, explain that everyone in the class is going to pretend to go into the bicycle helmet business. They should design their own helmet and a logo indicating it has been tested.

## Spell a Rule

Help your students formulate a list of bicycle rules. For example: ride single file, stop before entering the street, one person to a bike, etc.

Substituting Xs for letters, write a safety rule on the board. Ask several students to play. Have them draw stick figures on the board. The figures should have a head, body, arms and legs. Ask a player to call out a letter. If the letter is in the rule, write the letter under the X that stands for that letter. If the letter isn't in the rule, tell the player to erase a part of the stick figure.

Players take turns until all the letters are filled in. Each remaining part of the stick figure is worth one point. The first player to accumulate 20 points wins.

## Student Activity Page

Read the directions aloud. Students should circle the word that describes the situation correctly. As a cooperative learning activity, you may wish to have students work in pairs to complete the activity.





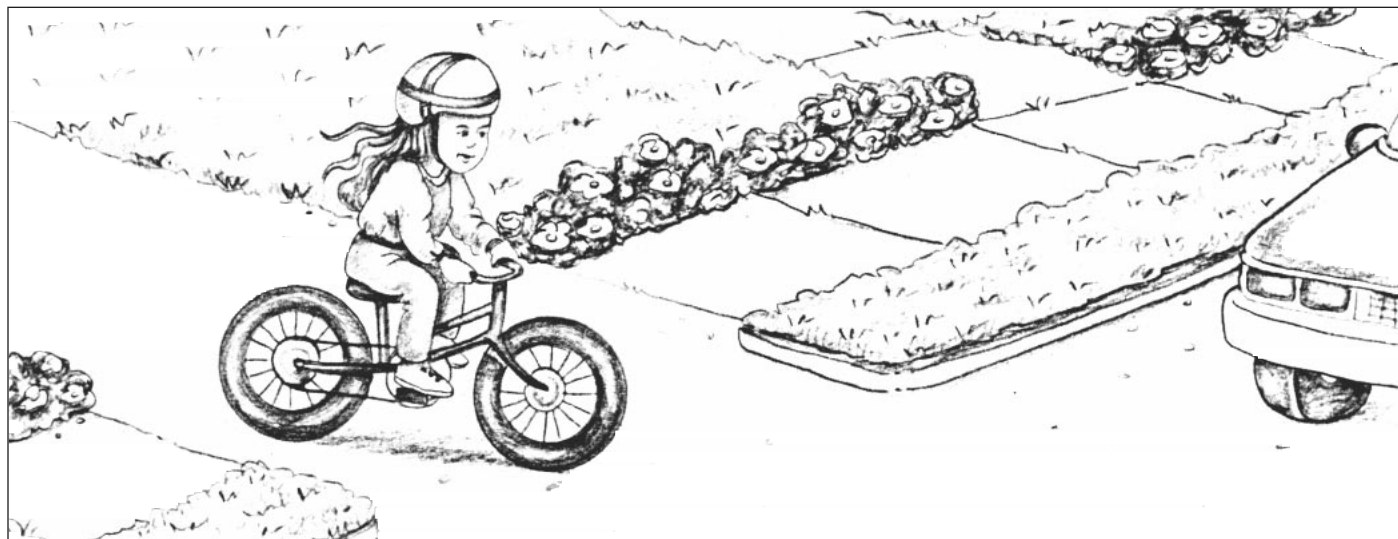
## Safe or Unsafe

- Look at each picture.
- Safe or unsafe?
- Circle the correct word under each picture.



Safe

Unsafe



Safe

Unsafe

# Safe Places To Play Away From Traffic

by Marianne Camas

June

## Student Objectives

- Identify safe and unsafe play areas
- Determine why an area is safe or unsafe

## Did You Know . . .

Summertime means more leisure time for children, more exposure to traffic hazards, and less supervision. Unstructured play is important to develop many skills. However, children need to play in safe places well away from traffic. A vacation from school shouldn't be a vacation from safety.

## Playing It Safe

To begin this activity, children brainstorm safe places to play outdoors. Write their responses on the chalkboard. As children name each place, they should tell what makes it safe from traffic.

Ask children to bring in—or cut from magazines in the classroom—photos of safe and unsafe places to play. Paste on large paper or place on the bulletin board. Then ask the children to identify and label which places are safe or unsafe and tell why.

## A Plan for Safe Play

Working in groups, your students can create models of their own special safe places to play outdoors away from traffic. Supply clay, glue, construction paper, scissors, tape, etc. Direct students to create a play area or other special place and then be prepared to explain what they did to make their place especially safe. Remind children the play area may be near some city streets, so they must make their models accordingly.

## Play By the Rules

Have children list rules for safe play away from traffic. Write their suggestions on the board, then instruct them to work in pairs to write and illustrate one of the rules. Here are some examples:

- If you are near roadways, play in fenced areas.
- Don't play near the parking lot.
- Don't chase a ball into traffic.

## Vocabulary Words:

safe, unsafe, vehicle, barrier, fence, yard

## Poster Power

Display the poster for June. Read the slogan aloud and ask your students to repeat it with you. Then ask: Where are the children playing? Is it safe or unsafe? Why do you think so? What helps keep the children safe from traffic? Where do you play that's safe from traffic? Contact your local AAA's Traffic Safety Department for a current set of posters.



1994-1995 poster selection

## Once Upon a Time

Divide students into groups. Tell them they are going to create a story about a magical place to play that is always safe. Help the children work together to describe the place in detail and invent at least two characters who play there. They should introduce a character, such as a monster, that has the power to turn the place into an unsafe one.

Ask the students to decide how the characters in their stories help save the safe place and defeat the bad character. This could be made into a play to perform for other classes or the PTA.

## Having a Field Day

Organize a field trip to a local recreation area. Before the trip, obtain maps of the recreation area (if available) and distribute copies to the children. Discuss which places are meant for safe play. Then send the maps home with the children with a note for parents that encourages them to discuss safety practices with their children.

When you get to the recreation area, be sure the children stay together as you discuss the safe and unsafe places where they can play. Then allow the children play time. If possible, take candid photographs of the children at play. When children return to school, have them discuss their trip and why places at the park were safe or unsafe. Display the photographs, if available.

## Student Activity Page

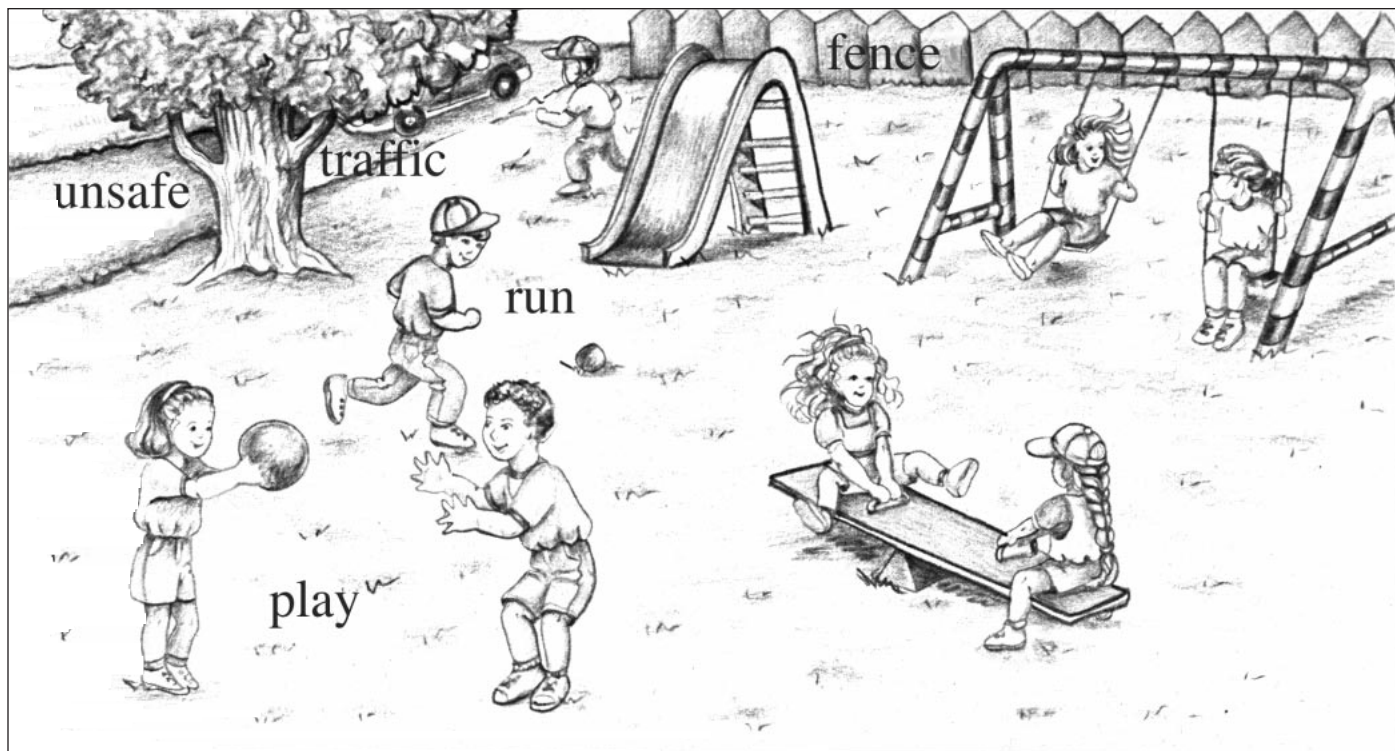
Read the directions aloud to your students. They may complete the puzzle independently. Younger classes may complete the puzzle as a class.

**Answers:** 1. traffic, 2. fence, 3. unsafe, 4. run, 5. play



# A Safety Puzzle

- Finish each sentence with a word from the playground.
- Then find each word in the puzzle.
- Look across, up, and down.



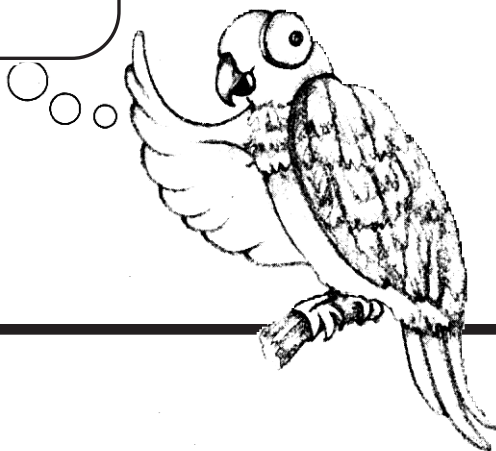
1. Play in a place away from \_\_\_\_\_.
2. A \_\_\_\_\_ around a park helps make it safer.
3. A busy street is an \_\_\_\_\_ place to play.
4. Don't \_\_\_\_\_ after a ball if it goes into the street.
5. \_\_\_\_\_ only in places that are safe.

A	U	N	S	A	F	E
R	O	T	X	Y	Z	A
T	N	R	O	P	Q	U
S	U	A	E	M	A	R
P	R	F	C	A	L	Y
A	M	F	E	N	C	E
T	R	I	F	E	R	T
Q	U	C	P	L	A	Y

# Summer Safe Have A

by Barbara Morey Baker

Bart has a parrot named Icky.  
Icky says everything Bart does.  
But he mixes things up.  
Can you unmix each sentence?  
Print it on the line by the parrot talk.



1. patrol safety your help \_\_\_\_\_
2. traffic walk facing \_\_\_\_\_
3. belt your buckle safety \_\_\_\_\_
4. extra be alert weather in bad \_\_\_\_\_
5. seen dark be after \_\_\_\_\_
6. at carefully corners cross \_\_\_\_\_
7. across urge the dash curb to \_\_\_\_\_
8. crossing ways before look all \_\_\_\_\_
9. helmet use wear a head your \_\_\_\_\_
10. traffic away from play \_\_\_\_\_

**Answers:** 1. Help your safety patrol. 2. Walk facing traffic. 3. Buckle your safety belt. 4. Be extra alert in bad weather. 5. Be seen after dark. 6. Cross carefully at corners. 7. Curb the urge to dash across. 8. Look all ways before crossing. 9. Use your head, wear a helmet. 10. Play away from traffic. **Have a Safe Summer!!**





# National School Traffic Safety Poster Program

**NOW is the time to have your class participate in the annual AAA National School Traffic Safety Poster Program.** This program encourages youngsters to think about traffic safety and to learn by doing. You can obtain an official brochure and student entry blanks from your local AAA Club Traffic Safety/Public Affairs department.

Before your students begin this traffic safety project, it's a good idea to discuss poster art. You may want to check your local library for books on poster design that can help your students with basic graphic theories. In addition, the pictures of winning posters shown in each month's unit of this teacher's guide are a good source for examples of effective design. Large full-color prints of these posters are available through your local AAA club.

## **The judges will be looking for:**

- How well the poster design relates to traffic safety practices.
- Originality of idea and its expression.
- Artwork and its execution.
- Visual impact.

## **Tips for Designing a Poster:**

- Keep it uncluttered and simple.
- One design element (the focal point) should stand out.
- The caption should contrast vividly with the colors around it and be clearly legible at a distance of 10 feet or more. (Hint: stand back and squint to preview your poster.)
- Posters are a fast medium—viewers won't take time to analyze. If you don't capture their interest on first glance, you've lost them.

